

Acculturating Discipline In The Aspect Of Obeying Rules In Learning PPKn In Elementary School

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Abstract

Purpose: The purpose of this research is to describe the discipline of obeying school rules and class rules in Civics (PPKn) learning.

Methodology: This study uses a qualitative method with an ethnographic approach. The research subjects are principals, teachers, and students of Kradenan Grobogan 1 State Elementary School. Data were collected through observation, interviews, and document study, and analyzed using a flow technique.

Results: The results show that Civics teachers play a role in fostering students' self-awareness of school rules and use various strategies such as acting as motivators, correctors, and building peer support systems to develop students' awareness of rules.

Applications/Originality/Value: This research can be applied as a reference for Civics teachers and school principals to design effective strategies in fostering student discipline through supervision, motivation, and peer support. The findings also add practical insights for schools to strengthen school culture and group norms to improve students' compliance with both classroom and school rule

Introduction

The acculturation of discipline in the aspect of obedience to rules through Civics learning in elementary schools aims to instill the values of obedience, responsibility, and legal awareness from an early age, so that students are able to apply them in everyday life in the school environment and society. By applying the rules in Civics learning, it is hoped that students can grow into individuals who are not only academically intelligent but also have good character as responsible citizens. Obeying the rules implemented at school and in the classroom is carried out by the principal, teachers and students. Education is one of the factors that cannot be separated from a person's life, both in the family, society, and nation and state. Our country Indonesia as a developing country is also greatly influenced by the development of the world of education (Zendrato & Lase, 2022). Character becomes the main key in changing our country.

Character is a daily trait that makes the person better. Character education can make the key to world change so that it is hoped that changes in the world of education will focus more on developing character-based soft skills and competencies (Indarta et al., 2022). (Kurniawatik et al., 2021) Character development. Character is an identity for each individual that is formed from attitudes, mindsets, politeness values through interactions with each other and the environment (Aeni, 2020). Education can be considered successful if it is able to give birth to individuals who are smart, innovative, proficient, and aims to create a generation that is not only intellectually intelligent but also moral, noble and ethical. The emergence of the Merdeka curriculum to deal with existing problems, the independent curriculum is one way to answer educational challenges due to the education crisis (Aliyyah et al, 2023). It is hoped that it can shape teachers and students better in managing learning.

The concept of the Merdeka curriculum focuses on free learning so that students can learn independently and creatively. Because this freedom acts as a driving force for students to explore their knowledge to form a disciplined character (Vhalery et al., 2022). This freedom of learning was born because there are many problems that occur in the world of education but focus more on human resources (Baro'ah, 2020). Free learning must also consider student discipline in order to become a good and disciplined young successor.

Discipline is one aspect that is very important for the success of student academic achievement. In realizing a conducive teaching and learning atmosphere, one of the fundamental things is the factor of student obedience and compliance with the rules or regulations that are compiled, enforced, and obeyed by students at school. In general, obedience is often also called compliance, which can be interpreted as an attitude of submission, obedient, easy to regulate, willing to perform tasks and obligations voluntarily. According to Fandinata and Ernawati, (2020) Compliance is an attitude or obedience to fulfill the officer's recommendation without being forced to take action. So compliance can refer

to a situation when an individual's behavior is commensurate with the actions recommended or advice proposed by a person or information obtained from an information source (Permana, et al, 2019).

School rules are guidelines that govern student behavior and interactions, and ensure a safe and productive learning environment. School rules play an important role in creating a safe, productive and crime-free learning environment. A study conducted by Silaban showed that compliance with school discipline plays an important role in shaping students' good attitudes and behaviors, as well as helping to build a quality national character (Silaban, 2020). In addition, Hadi & Darma highlighted the urgency of student compliance with school discipline in improving learning quality. Their research revealed that student compliance with school rules has a positive impact on the quality of learning, including increased participation, good interaction between students and teachers, and the effectiveness of the learning process (Hadi & Darma, 2018).

Student compliance in obeying the rules in the classroom and outside the classroom is very influential in learning activities, so that students better understand what the teacher says and have a high sense of responsibility. Student compliance with school rules plays an important role in shaping good moral character, including awareness of ethical values, responsibility, and discipline (Hamidah & Mufidah, 2020). In addition, Sukmawati also highlighted the importance of student compliance with school rules in forming a young generation that has good character, integrity, and responsibility to society and the state (Sukmawati, 2019). Using these sources, it can be reinforced the urgency of compliance with student rules in schools in creating a safe learning environment, improving the quality of learning, building moral character, and preparing a quality young generation.

Planting the character of discipline must be done early or small so that students have good character and discipline anywhere. (Manasikana & Anggraeni, 2018) Character education is a system of instilling character values in school students which includes components of knowledge, awareness or willingness, and action to carry out these values, both towards God Almighty, self, others, the environment, and nationality so that they become insan kamil humans. School is the most appropriate environment to introduce character values to students as the next generation of the nation. Furaidah, 2019 (Aswat et al., 2021) The character education strengthening program is carried out at the basic education level, and will continue to be strengthened until it further solidifies the character values of obeying the rules of students in Indonesia. In organizing educational activities, it is especially realized that teachers as educators must have the ability to lead and protect every matter related to the smooth teaching and learning process at school. The thing that can determine the interaction between teachers and students as role models is personality, where teachers are required to have a personality that can serve as figures and role models for students (Rince et al., 2021). Therefore, teachers, especially Civics teachers, must be able to foster and shape good disciplinary character in students so that they have high intelligence, as well as useful skills. Teachers as moral role models can provide encouragement towards a better direction, they must first implement the moral values themselves in their lives, so that the teacher's function will be carried out properly and professionally.

The education system in Indonesia continues to undergo changes and improvements in facing the challenges of the times. One of the latest developments is the introduction of the Merdeka Belajar Curriculum, which aims to expand access and improve the quality of education in Indonesia (Kemdikbud, 2020). The Merdeka Belajar Curriculum emphasizes the empowerment of students in managing their own learning, so that they can develop interests, talents, and expertise in accordance with their respective potential (Sujarweni, 2021).

Previous research in Japan has found an active, project-based learning approach that provides students with opportunities to actively engage in the learning process and develop collaboration, problem-solving and creativity skills (Inoue, 2018). Indonesia can adopt and implement this approach to provide students with greater opportunities to actively participate in learning and develop skills relevant to the needs of the world of work (Purnama, 2020).

The Japanese education system places importance on character education that is integrated in the curriculum. Moral and ethical values are systematically taught to shape students' personalities (Sugimoto, 2020). Indonesia can take this example and strengthen character education in the curriculum and learning activities, as well as strengthen collaboration with parents and communities in shaping student character (Rusman, 2019).

Through the above statement, Indonesia can make the education system in Japan an example of reference to improve the quality of education in Indonesia. ppkn teachers can make the education system in Japan their motivation to carry out acculturation of discipline to obey the rules. with an attitude of obeying the rules and learning discipline, of course students will concentrate regularly and seriously so that the learning process in the classroom will run more conducive and optimally, besides that the objectives of education will also be easier to achieve, so that students are more motivated to take part in learning activities, in line with Fatmawati (2021) learning motivation is the main factor in learning activities. Classroom management in elementary schools is not only learning arrangements, physical facilities and routines, but preparing classroom conditions and the school environment to create a comfortable and effective learning atmosphere. Therefore, schools and classrooms need to be managed properly and create a supportive learning climate (Aliyyah et al., 2017).

METHODS

This research is a qualitative research. with the type of qualitative used is case study research. This research uses the type of qualitative research Nugroho, D., & Wulandari, R. (2019). Qualitative data were collected by means of in-depth interviews. The informants interviewed were: 1) Principal, 2) Class teacher, 3) random fifth grade students. This type of research is based on a qualitative approach with an ethnographic design (Sutama 2012: 62). In this article using a type of

qualitative research with an ethnographic design. Qualitative research is a research method used to understand and describe phenomena in a deeper, complex context. focuses on understanding the meaning, interpretation, and social context of the data. Data valid-ity uses triangulation of sources and methods, namely comparing observation data with interview results, comparing interview results with the contents of a related document (Tohirin, 2011: 73).

The research site was State Elementary School 1 Kradenan Grobogan, Central Java, involving grade V students. The research time was in the odd semester of 2024/2025. The subject of the research data needs analysis in this article, using observation, interviews, and documentation (Denzin and Lincoln, 2009). Data collection method Focus Group Discussion (FGD) A group discussion involving a group of people to discuss a specific topic, allowing interaction and exchange of ideas among participants. Data validity using source and method triangulation.

According to Sugiyono (2016), triangulation aims to increase data credibility by comparing the results obtained from various perspectives and approaches. This step helps researchers ensure that the data collected truly reflects the existing reality. The triangulation approach is also often used to harmonize findings in a particular context, such as student discipline, in order to provide comprehensive and accountable results. of the research focus, namely data related to the management of fifth grade student discipline in the classroom and outside the classroom. Data generation was carried out in stages through surveys and interviews with class teachers to obtain data. Data analysis was conducted by following the procedures applied to analyze indicators (Braun & Clarke, 2019; Miles et al., 2014).

RESULTS AND DISCUSSION

The formation of disciplinary attitudes in fifth grade elementary school students is a concern in this study because it aims to encourage students to practice self-control so that students can have good self-control and can behave obediently. This can certainly have an impact both for the students themselves and for the learning process in the classroom. According to Ki Hajar Dewantara in the tri-center of education, education takes place in three environments: family environment, school environment and community environment. So that to optimize the learning resource environment must be carried out by the three centers of education, namely family, school and community (Nurjati, 2022). Parents play a role in educating children at home by supporting, teaching, and coordinating children's talents, interests, and character. Children are cared for and nurtured by guardians in the hope that children will grow up to be great individuals.

Every parent has their own way and example of supporting and directing their children, according to what they need and they accept that this example is appropriate for applying the positive side of virtue to their children. This is called parenting. Parenting is the most striking or most dominant example of parental behavior in managing their children consistently (Khairi et al., 2022). The application of class-room rules and procedures aimed at shaping students' disciplinary attitudes is carried out during teaching. The steps taken, are the first to discuss the list of classroom rules and procedures with colleagues. The rules that exist at school and in the class-room must be obeyed so that students become disciplined and obey the rules in everyday life whether it is at school or in the community environment. Pancasila and Citizenship Education in the independent curriculum is designed to provide flexibility in the teaching and learning process, where teachers have the freedom to develop teaching methods that suit the needs and context of students.

Student-centered learning strategies, such as project-based learning, group discussions, case studies, and simulation of real situations have been shown to be effective in increasing students' participation and their understanding of learning concepts (Abidin & Malisa, 2023). As in group project learning, students are trained to obey the existing rules as they train the attitude of responsibility for the tasks given by the teacher so that when in the school environment they become accustomed to obeying the rules in the school environment. This not only makes learning more interesting but also relevant to the real life of students, so that they can apply the knowledge gained in the daily context (Azzahra et al., 2023).

The centerpiece of the education system in Indonesia is Civic Education. In that case, the civic education process is realized in learning at all levels of education, from elementary school to university. Civic education learning contains some of the essence of producing superior generations because it contains character education material in accordance with the precepts contained in Pancasila. (Fitriani et al., 2021) The form of material in civic education subjects is as follows: (Insani et al., 2021)

- Obey the rules
- Love of country
- Taste
- Discipline
- Honest
- Cooperation etc.

In this case I am more focused on discipline and obeying the rules that exist in elementary schools. In this case, the form that contains material in civic education is obedient behavior in the classroom and at school. Obeying in this case is being obedient to direction. Obedient behavior can be done by not eating when you are about to start learning, not making noise when the teaching takes place, doing gradual class picket according to schedule when in the classroom or outside the classroom. Discipline in this Civics material is how students can live their lives in accordance with the rules that apply where students live. For example, when the teacher gives a rule not to be late, then students must obey the rule to create disciplined behavior.

It can be understood that the process and results of this learning are able to facilitate students to broaden their horizons (learning to know), learn to build the ability to do something (learning to do), learn to live and do life (learning to be), and learn to live as a nation (learning to live together). (Santosa & Zaenuri, 2022).

Acculturation of discipline aspects of obeying the rules can be done by giving examples to students such as coming not late, dressing neatly, throwing garbage in its place, following lessons properly and much more so that students can imitate the teacher's obedience to the rules so that students obey the rules at school and in the classroom. The following is the formulation of the research question, namely:

The role of PPKn teachers in fostering students' self-awareness of school rules at state elementary school 1 Kradenan Grobogan.

Role is defined as a device that is expected and owned by a person who is positioned in society. Furthermore, according to Santia & Indrawadi (2021), that role is a dynamic aspect of position (status) what if someone carries out his rights and obligations then he is carrying out a role. In learning, a Civics teacher's role is not only to provide material, but is responsible for fostering the morals, attitudes and behavior of students. A Civics teacher in shaping student character at school is needed both in the learning process and activities outside of learning.

In this discussion, providing ideas on some of the roles played by Civics teachers at state elementary school 1 Kradenan Grobogan that have been obtained through interviews and observations. Providing ideas is reinforced by supporting theories so that the findings are credible. Some of the roles played by teachers are such as telling students which actions are good and which actions violate school rules, Civics teachers also motivate students and guide each student to obey school rules. School discipline is very important to be conveyed and applied to students in order to create a comfortable teaching and learning atmosphere, because discipline is a set of rules that bind every component in the school, both teachers, principals and especially for students as well as for other components or other school devices in order to achieve the goals desired by the school.

This statement explains that to achieve order and comfort in schools, each component, especially Civics teachers, must always provide direction regarding the need for discipline to be implemented, especially by students. Likewise, the Civics teacher's statement in responding if there are students who violate school rules. The first action that needs to be taken is to raise students' self-awareness about the importance of complying with the established school rules by giving a direct warning before imposing punishment on students because usually giving a warning first is the most effective step compared to giving punishment immediately.

Then the next action is to provide direction and guidance by first approaching the student so that the teacher can explore what causes the student to be disobedient or always violate school rules, with the approach taken by the teacher, the student will be more open and more free to tell what is behind the student's violation. The next step or action is then to impose sanctions or punishments if the student continues to repeat the violation so that the student is aware of the mistakes made and is even deterred from committing a violation again, where it can be concluded that the role of the Civics teacher in fostering students' self-awareness of school rules is as a corrector, motivator and student guide which is a form of action and action that is able to shape every student's behavior so that they want to obey the school rules and if they are violated, the student will receive a warning and sanctions from the teacher.

Constraints Faced by Civics Teachers in Fostering Students' Self-Awareness of School Rules at state elementary school 1 Kradenan Grobogan.

Obstacles are obstacles with conditions that limit, hinder or prevent the achievement of goals (Hasan, 2015). In this discussion, providing ideas on the obstacles faced by Civics teachers in fostering students' self-awareness of school rules at state elementary school 1 Kradenan Grobogan that have been obtained through interviews and observations. By providing ideas reinforced by supporting theories so that the findings are credible. Finding some of the obstacles faced by teachers is that the characteristics of students are different so that they ignore the direction and guidance delivered by the teacher and students are sometimes difficult to open themselves to receive direction and guidance delivered by Civics teachers, thus making students still want to repeat their actions to violate school rules.

Thus, to familiarize students to accept direction from the teacher, it must be done continuously until the student wants to accept it. Students also sometimes ignore the words of direction and guidance of the teacher when the teacher gives examples of behavior in accordance with the school rules. Thus, when the teacher gives directions, he must pay more attention to the movements of students who are serious about receiving teacher directions and also students who only sometimes direct their attention when the teacher gives directions and guidance on how to obey the school rules, students sometimes repeat their bad actions even though the teacher often calls the student personally that what the student is doing is wrong and not in accordance with good behavior.

According to Totok (2018), states that the Indonesian nation is currently experiencing seven crises, namely the crisis of honesty, responsibility, not thinking ahead, discipline, togetherness, justice and care. Thus, to overcome it according to the idea, students who often repeat bad behavior must be called personally to be given direction. In line with Suwartini's research (2017), to shape character into an identity with a social personality and Indonesian culture, through education with

daily habituation that must be owned and trained, including: religious, honest, tolerance, discipline, creative, independent, democratic, curiosity, social care and responsibility.

Efforts Made by Civics Teachers to Overcome the Obstacles Faced in Fostering Students' Self-Awareness of School Rules at state elementary school 1 Kradenan Grobogan.

Effort is defined as an activity that directs energy, thoughts, to achieve a goal. Effort also means effort, reason, endeavor to achieve a purpose, solve problems, find a way out. Effort is also defined as the part played by people or part of the main task that must be carried out (Sari, & Rofiyarti, 2017). In line with the research of Zuhria, Hijrahi, & Yusuf (2019) where the efforts made by PPKn teachers in fostering students' self-awareness of school rules, namely ppkn teachers approach and provide deep understanding to students and continue to remind students that it is important to obey school rules.

From the above statement, it can be seen that the efforts made by Civics teachers to overcome obstacles in fostering students' self-awareness of school discipline are to approach students and find out what is behind students committing violations, foster an attitude of the importance of discipline, provide sanctions for those who violate discipline and provide an example that is worthy of emulation to students. This can be seen from the school's actions which give warnings to students who have violated the rules, besides that it also gives light punishments to students such as picking up garbage in the school environment and so on, so that students can think about when they will violate school and classroom rules.

The various roles that I play to foster students' self-awareness of discipline such as as a corrector, motivator and student guide. In addition, we also work together between the teachers in terms of guiding students to be able to comply with school rules. Another effort is to distribute the rules to each student and post them on the classroom wall in the hope that students in this school can read and obey the rules. Through observation, there are a few students who still violate it so that the teacher gives punishment so that the student does not repeat the action again.

At state elementary school 1 Kradenan Grobogan there are several students who violate the rules or lack of discipline, in that case the teacher reacts patiently and also provides direction to students who violate and also the teacher every time they are in groups, those who violate are placed scattered with those who violate, they are united with a group that is orderly so that it can make these students more obedient to the rules that apply in the classroom and outside the classroom, teachers at state elementary school 1 Kradenan Grobogan also provide examples of obedience so that students can imitate them.

Teaching students to enter class on time is carried out by Civics teachers in shaping the character of student learning discipline. From the results of the research conducted regarding student compliance (obedience) in teaching and learning activities at school in accordance with the opinion of Darmadi (2017: 326) who said that: "Student learning discipline can be seen from students' obedience to rules (rules) related to teaching and learning activities at school which include school entry time, school exit time, student compliance in dressing and student compliance in participating in school activities". Grade V students are taught to enter class on time, especially during Civics lessons. The habituation carried out by the teacher by teaching students to enter class on time is not only in the form of words, but also accompanied by teacher behavior in the form of giving good examples to students. For example, when the entrance bell rings, the teacher must also go to class.

The solution carried out by PPKn teachers in overcoming violations of student discipline at state elementary school 1 Kradenan Grobogan is through the example of teachers at state elementary school 1 Kradenan Grobogan. As the interview revealed by Mr. Jahar at state elementary school 1 Kradenan Grobogan, that the solution carried out by Civics teachers in fostering student discipline through teacher exemplary. The teacher explains that it is important to obey school rules such as arriving on time, doing assignments and so on and the teacher does not stop reprimanding students who make these mistakes and if there are students who violate the rules then the student is called to be given guidance by the homeroom teacher, and must also always be patient in dealing with students without taking harsh actions that emphasize the student's inner self and always provide constructive motivation to students. In addition, another solution made by the school is by giving the same points to each student and if there are students who violate the rules, the points will be reduced according to the violation committed and the sanctions that the student will get.

According to Sari (2017), a solution is defined as an effort of activity that directs energy, thought, to achieve a goal. Solution also means an effort to achieve a purpose, solve problems, find a way out. Solution is also defined as the part played by people or part of the main task that must be carried out. In line with research (Harahap et al., 2023), where the solution carried out by Civics teachers in fostering students' self-awareness of school rules is that Civics teachers approach and provide deep understanding to students and continue to remind students that it is important to obey school rules.

In line with the research of Zuhria, Hijrahi, & Yusuf (2019) where the efforts made by Civics teachers in fostering students' self-awareness of school rules are ppkn teachers approach and provide deep understanding to students and continue to remind students that it is important to obey school rules.

From the explanation above, it can be seen that the solution carried out by Civics teachers to overcome obstacles in fostering students' self-awareness of the discipline of obeying school rules is to approach students and find out what is behind students committing violations, foster an attitude of the importance of disciplinary discipline, provide sanctions for those who break the rules and provide an example that is worthy of emulation to students. This can be seen from the school's actions that give warnings to students who have violated the rules, besides that it also gives minor punishments to students such as cleaning up trash in the school environment.



Figure 1

CONCLUSIONS

Based on the findings of the research results, the conclusions obtained are as follows:

Discipline acculturation of SD N 1 Kradenan is done in the classroom and at school. In the school, there are rules that must be obeyed by all residents of the school. The forms of fostering student discipline carried out by teachers are showing / giving examples of disciplinary attitudes; verbally reprimanding students who violate; conveying the benefits of discipline; imposing sanctions on students who violate; reporting students who violate to homeroom teachers, principals, and parents. The obstacles faced by Civics teachers in fostering student discipline through the exemplary approach of teachers at SD N 1 Kradenan are the different nature and characteristics of students so that they ignore the direction and guidance delivered by the teacher and students are sometimes difficult to open themselves to receive direction and guidance delivered by Civics teachers. The solution carried out by Civics teachers in overcoming violations of student discipline at SD N 1 Kradenan is to continue to remind students about the rules, become role models for students and approach students who have violated school rules.

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